

TEACHERS' UNIT GUIDE

UNIT I

PEOPLE OF TWO WORLDS MEET

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Edited by BEATRICE COLLINS

TO BE USED WITH

NEW WAYS IN THE NEW WORLD



CURRICULUM

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UNIT 1

T O D D • C O O P E R

Teaching Plan of the Unit

TIME OF THE UNIT

WHAT THE UNIT IS ABOUT

BIG IDEAS TO DEVELOP

GETTING STARTED

SUGGESTIONS FOR TEACHING CHAPTER 1

SUGGESTIONS FOR TEACHING CHAPTER 2

SUGGESTIONS FOR TEACHING CHAPTER 3

PULLING TOGETHER THE BIG IDEAS IN
THE UNIT AS A WHOLE

BOOKS TO READ and OTHER ENRICHMENT MATERIALS

TESTING WHAT HAS BEEN LEARNED

- The questions and activities offered in this GUIDE may be used in addition to the exercises in the textbook. Representing a variety of interests, they are intended to add richness to the study of the unit. No teacher will want to use all of these suggestions but may make her selections in terms of the needs and interests of the pupils.
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UNIT I

People of Two Worlds Meet

Time of the Unit

In this unit we take a thoughtful look at the people in the New World and in the Old World at the time of Columbus. The drawings below show some of the contrasts in ways of living before the people of the two worlds met in 1492.



Chapters of the Text Included in the Unit

- Chapter 1. People of the New World in Their Homeland
- Chapter 2. People of the Old World in Their Homeland
- Chapter 3. People of Two Worlds Meet

Suggested Study Time

4 to 6 weeks

What the Unit Is About

The introductory statement on page 1 of the text states the general theme of the first unit—"People of Two Worlds Meet."

"The story of America is really the story of two worlds.

"On this side of the Atlantic were the American continents, the home of many scattered Indian groups. Across the ocean lay Europe, the homeland of Spaniards, Portuguese, Englishmen, Frenchmen, Germans, Dutch and many others.

"For a long time the ocean kept the peoples of these two worlds apart . . . Then the two worlds met."

This brief introduction leads directly into Chapter 1—"People of the New World in Their Homeland." Here we see how ways of living had developed among the people of the New World by the year 1492, when Columbus sailed on his great voyage. Indians were living in scattered groups in many kinds of environments. We take a look at five different groups to see what their ways of living were like—how far they had pro-

gressed in learning to live in settled communities, in governing themselves, in using their natural resources, and so on.

In Chapter 2—"People of the Old World in Their Homeland"—the scene shifts to the other side of the Atlantic. There we see what ways of living were like in Europe in the years just before Columbus sailed. We look at country people and city people—French farmers, English farmers, and the citizens of great cities such as Venice, Paris, and London. We see that Europeans had the advantage of many discoveries and inventions unknown to the Indians.

Finally, in Chapter 3—"People of Two Worlds Meet"—we see what happened when the people of the Old World and New World met. The first Europeans to come to America were the Vikings, but they built no permanent settlements. It was the desire for trade that led to the "second discovery" of America by Columbus. He was looking for a new route to the riches of the East and found, instead, a whole new world. He and the other explorers opened the way for the great multitude of settlers and home-builders who followed after them.

Big Ideas to Develop

1. The story of America is really the story of two worlds. For a long time, the ocean kept the peoples of the New World and Old World apart. Then the two worlds met.

2. There were people living in the New World long before the first Europeans came here. What little we know about these “early Americans” we have learned from the discoveries of archaeologists and other scientists.

3. The ancestors of these early people had come from Asia to North America many thousands of years ago. They came by way of the narrow crossing at Bering Strait.

4. By the year 1492, when Columbus reached the New World, there were Indians living in scattered groups in most parts of the Americas. Each group had developed a different way of life. We look at five major groups as they were living at that time.

5. The different Indian groups had settled in different kinds of environments. The way each group lived depended in part upon the kind of land where the people had settled and the way they had adjusted themselves to it.

6. Ways of life in each group also depended in part upon the tools and weapons the people had learned to make and use.

7. At the time of Columbus, some of the Indian groups had made much progress in learning to live and work together in settled communities, in governing themselves, and in educating their children.

8. At this same time, across the Atlantic in Europe, the people were developing different ways of life. They had the advantage of certain discoveries and inventions unknown to the Indians—for example, the wheel, the plow, iron and steel, and domesticated animals such as horses and cows.

9. Europeans also had better ways of sharing ideas and learning about the world. They traded widely among themselves and with the people of Asia and Africa.

10. Most Europeans were “country people” at the time of Columbus, but many lived in big cities such as Paris, London, and Venice. There were few cities in the New World and none at all in the land that is now the United States.

11. Times were changing in Europe. Many farmers were turned off the land. Cities were crowded. These changes helped to bring about the exploration and settlement of the New World.

12. The first Europeans to reach the New World were the Vikings, long before Columbus. They built no permanent settlements, and in time their discovery was almost forgotten.

13. Improved sailing ships and the compass made sailing less risky on unknown oceans. Portuguese seamen pushed southward around Africa, seeking a new route to India.

14. The desire for trade with the East led to the “second discovery” of America by Columbus. The explorers who came after him found he had discovered a whole new world.

Getting Started

The questions and activities suggested here may be used to prompt discussion and introduce some of the big ideas in the first unit—"People of Two Worlds Meet."

1. When people are working in the garden or digging the foundation for a new house, they sometimes dig up something old that has been in the ground a long time. It may be an old coin, a rusted tool, or part of a broken dish. Have you ever dug up something old when you were playing?

Ideas to talk about: Something a member of the class has found; how old it may be; what it may tell about the locality where you live.

2. There are scientists who make their living digging for the belongings of people who lived in earlier times. They study the things they find to learn more about the way people lived. Do you know of any discoveries that scientists have made in your state?

Ideas to talk about: Indian arrowheads or articles belonging to pioneers that have been discovered in your state; what these things tell us about how people lived here in earlier days; where you might go to see these discoveries.

3. We learn in many different ways about things that happened long ago and things that are happening today.

Ideas to talk about: Something you have learned from your parents or grandparents; how you learned it; something you have learned from reading or from taking trips to other places.

4. The people you will be reading about were like us in many ways. They wanted to learn about the world they lived in. Boys and girls learned from their parents and grandparents, as you do, and in many other ways.

Ideas to talk about: How young people might have learned in the days before radio, television, or even books; learning by watching someone else; taking trips before the days of automobiles and trains—walking, floating down a river, riding horseback, and so on.

5. The title of your book and the pictures on the cover tell something of what your new book is about.

Ideas to talk about: What is meant by the New World and why it is called "new"; what is meant by the Old World; how the pictures suggest the story of our country, beginning in early times.

6. The first unit begins on page 1—"People of Two Worlds Meet." You can see in the picture one of the early meetings of men from the Old World and men in the New, at about the time of Columbus.

Ideas to talk about: How the Indians seem to be taking their first sight of a ship from Europe; the clothing and weapons of the Indians; why ships like these were a great invention, especially when we think of them in comparison with canoes; what you think is meant by the first sentence: "The story of America is really the story of two worlds."

Suggestions for Teaching Chapter I

In this chapter, we look first at some of the early people who lived in America, long before the first Europeans came here.

Next, we take a look at ways of life in five important Indians groups. We see how the people were living and making their livings in 1492 when Columbus reached the New World.

Words that may be new

scientists	Bering Strait (bâr'ing)
ancestors	Pueblo (pwěb'lō)
permanent	Haida (hī'dà)
fibers	Iroquois (ĩr'ō kwoi)
mammoth	Cayuga (kā ōō'gà)
bison	Onondaga
antelope	(ōñ'ōñ dô'gà)
irrigation	Seneca (sěñ'ě kà)
wedges	Oneida (ō nī'dà)
council	Aztec (ăz'těk)
representative	Tenochtitlán
kiva (kē'vâ)	(tà nôch'tě tlăn')
Rio Grande	maguey (măg'wā)
(rē'o grănd')	plaza (plă'zâ)

A first look at the pictures and maps (before the chapter is read)

The first picture, of the great hunt, shows some of the early people who lived in America long before the first Europeans came here.

How does the picture suggest that these people were daring hunters? What sort of weapons did they use?

Huge animals like this are no longer found anywhere in the world, but they were an ancestor of an animal we know today. Can you suggest which one it might be?

The maps on pages 4 and 5 tell us more about the people who once lived in America.

Where did the "first Americans" come from? At what place did they cross from Asia to North America? Read the legend under the globe-map and tell what the arrows mean.

The next two maps show the part of the New World that is most important to us—North America and our own country.

On the map of North America, find the names of five Indian groups that were living here at the time of Columbus. Notice where each group lived.

The map of the United States shows the mountains, plains, seacoasts, and rivers in the land that became our country. State boundaries have been added to help us "find our way around."

Find your state. What does this map tell you about the kind of land there? By comparing the two maps, tell which Indian group lived in or near your state before Europeans settled there.

In the pictures which follow, you can see what ways of living were like in these five different Indian groups before European explorers and settlers came to America.

Notice the kinds of homes where each group lived. Do any of the pictures show that these people were skillful builders? Tell how.

How did the people in each group get their food?

Which pictures show they had learned to work together?

Questions and activities which will help develop the big ideas in Chapter 1

1. What discovery made it possible for the Pueblo Indians to farm in a land of little rain? Where in the United States do farmers irrigate their crops today?

Look for pictures of modern irrigation works in geography books and magazines and show them to the class. Be able to explain in which part of our country the pictures were taken and what each picture shows.

2. Do you think that living in a Pueblo home would be somewhat like living in a modern apartment house? Tell why. In what ways do you think it might be different? In explaining your opinion, use the picture on pages 10 and 11.

3. Indian dwellings did not have closets as we do in our homes today. How did the Iroquois solve the problem of storage space in their "long houses"? Which picture in Chapter 1 shows the answer to this question?

4. You can write a simple sentence outline by using the picture on page 12. Begin by writing a title for the picture. Next write some sentences which tell the steps followed in planting corn. For example:

Planting Corn

1. Dry the corn.
2. Shell the corn.
3. Dig the holes.
4. Drop the corn in the holes.
5. Pour water into the holes.
6. Cover the seed.

Is the sixth step shown in the picture? Find another picture in the chapter which shows a member of another Indian group using this same general method of planting corn. Where did this group live?

5. A number of the words used in Chapter 1 come to us from Indian languages or from the Spanish language. Among these are:

tepee—from the Plains Indians; originally *tipi*—*ti* (to dwell) and *pi* (used for)

wigwam—from the Indians of the Eastern Woodlands; originally *wigiwam*, a lodge or dwelling

moccasin—from the Indians of the Eastern Woodlands

canoe—from the Spanish word *canoa*; originally from the Indians of the West Indies

maguey—from the Spanish; originally from the Indians of the West Indies

pueblo—from the Spanish, a village

plaza—from the Spanish, a public square in a town

chocolate—from the Spanish

These words have become part of our language. Use each one in a sentence that tells something about the way of life in one of the Indian groups.

6. *Tomahawk*, meaning an Indian ax, comes from the Indians of the Eastern Woodlands. Find in Chapter 1 a picture of an ax used in the New World long before the first Europeans came here. Of what material were these axes made?

7. Many people who live in the Southwest today are familiar with the word *tortilla*, which comes to us from the Span-

ish. If you have ever eaten tortillas, explain what they were like to other members of the class who may not have eaten them.

Use a dictionary to find the pronunciation and meaning of *tortilla*. Then find a picture in Chapter 1 which shows an Indian mother making tortillas for her family.

8. The scientists who discovered the mammoth bones and spearheads in New Mexico were *archaeologists*. These are men who study the bones of people and animals and the belongings of people who lived long ago.

By studying the mammoth bones and spearheads, the archaeologists were able to find out a good deal about the people who once lived in this country. Using the word *archaeologist* tell what they found out.

9. Start a collection of newspaper and magazine articles about the discoveries archaeologists are making in our country and other countries of the New World. Notice where each discovery is made and what it tells us about the way people lived.

The articles may be placed in a class scrapbook or arranged on a bulletin board. For discoveries made in the United States, you can pin up road maps of the various states and locate the discoveries with color-headed thumb tacks.

10. Find pictures in magazines which show the influence of Indian art on people today. These pictures may show designs in cloth, pottery, and jewelry, as well as room decoration and architecture.

Put these pictures in a booklet for yourself or use them to make posters for a

classroom display. Write legends which tell about the designs and give the names of the Indian groups that created them.

11. Plan a dramatization to show a day in the life of an Indian family in one of the five groups discussed in the book. Decide on which activities to show, the order in which they should be presented, the members of the cast, and the stage properties that will be needed.

12. Where possible, make a trip to a museum to see its Indian collection. Before you go, talk about the things you want to be sure to see. After you have made the trip, write a one-page account of one of the exhibits, telling why it was interesting to you.

13. If any members of the class own articles made by Indians, they may be willing to put them together to start a class "museum." A committee may be formed to take care of the articles and write labels for them. You may want to invite other classes to see the display and enjoy a program of talks or dramatizations that tell some of the things you have learned about ways of life among the Indians.

14. Study the map of the United States on pages 8 and 9 in connection with the information in the legend. This map is an actual photograph of a large-scale relief map of our country on which the mountain ranges were built up in sharp relief.

Explain what you think is meant by these sentences in the legend: "For many years, the mountains were barriers to trade and travel. The rivers were the chief highways—sometimes the only ones."

Read the last sentence in the legend and give an example, in your state, of the way

mountains, plains, or rivers make a difference in where people live today and how they work.

15. Find the continents of the New World on a classroom globe, if one is available. Notice that they are completely separated from all the other continents. Except at the far north, wide oceans separate the New World from the Old. What are these oceans?

Now find the continents of the Old

World—Europe, Asia, Africa. Notice that Europe and Asia are really one great land mass and that Africa is joined to them.

These are simple but basic truths about the make-up of our earth. We can easily see them on a globe, because a globe shows the true shape of the earth. Use the globe to explain why people in the New World and in the Old World knew nothing about each other for thousands of years.

Suggestions for Teaching Chapter 2

In this chapter, we take a look at the people of the Old World in their homeland in the years just before Columbus sailed on his great voyage. We see what their ways of living were like, in contrast to those of the Indians. These were the people who would come to explore and settle America and shape the ways of life on this continent.

Words that may be new

domesticated	Gutenberg
sickles	(gōō't'n būrg)
scythes	Galileo
Arabic numerals	(gǎl'ī lē'ō)
scientific method	Seine River (sān)
experiment	Thames River
luxuries	(tēmz)
apprentice	squire

A first look at the pictures and maps (before the chapter is read)

These pictures show that life in Europe was different in many ways from life in the New World at the time of Columbus.

In the first picture, of a farm near Paris, what things do you see that you did not

see in any of the pictures of Indian life in Chapter 1?

Compare the plow of this French farmer with the digging stick of the Indian farmer shown in the picture on page 12.

Which would make life easier for a farmer? Tell why.

Point out things in some of the other pictures in this chapter which you did not see in any of the Indian pictures.

As these pictures show, Europeans at the time of Columbus were doing many kinds of work that people do today.

What kinds do you see? Which pictures show that some of the people were printers and skilled craftsmen?

Which of the pictures show that some were traders, soldiers, farmers, transportation workers, and students?

What differences do you notice between the way people did their jobs in those days and the way they do the same jobs today?

There were “country people” and “city people” in Europe at the time of Columbus, as there are today.

Which pictures show that Europeans had learned how to build and live in big cities? What three cities are pictured? Paris, London, and Venice are still important cities today.

Paris and London grew up on rivers. How do the pictures on pages 46 and 50 show that these rivers were busy high-ways of trade?

The map on page 41 shows the largest cities in Europe at the time of Columbus.

What does the map legend tell you about these cities? What do you notice about their location, in general? As this map shows, almost every city grew up on a river or the seacoast.

The globe-map on page 43 shows an important trade route at the time of Columbus.

How does this map suggest that trade was very important to Europeans at that time? Follow the route eastward from Venice and Genoa. Notice that part of the journey was by sea and part by land.

Questions and activities which will help develop the big ideas in Chapter 2

1. People in the Old World discovered and began to use wheels thousands of years ago. Point out different ways in which Europeans were using wheels at the time of Columbus, as pictured on pages 34, 35, and 36.

Name some of the machines we use today that could be invented because men knew how to use the wheel. Which of these are used in American homes?

2. People in Europe and Asia had been using plows for thousands of years before the time of Columbus. What are the advantages of using a plow? In Chapter 1, what tool was described which the Indians used to do this job?

Look for pictures in geography books and magazines which show how plowing is done in the United States today. Try to find pictures which show farmers using different kinds of power to pull their plows—tractors, horses, mules.

What “power” was the French farmer using at the time of Columbus, as shown in the picture on page 35? His plow was made of wood. What are plows made of in the United States today?

3. How does the picture at the top of page 38 show that the book was not supposed to be taken from the room? Why was this done? What happened after 1450, when Europeans began to use the printing press?

4. If there is a printing plant near your school, perhaps a visit may be planned so that the class can see how printing is done today. Compare the presses that you see with John Gutenberg’s press, shown in the picture on page 39.

Use an encyclopedia to find out how printing was done by John Gutenberg in the 1450’s and describe his method to the class.

5. Imagine you are living in Europe at the time of Columbus and that you have spent a day at one of the great fairs. Tell about your day at the fair. Describe what

you saw and did. Besides having fun, did you learn anything new about the world? What might you have learned?

Members of the class who have been to a state or county fair can describe a day at a fair today. Tell what you can see at a fair today that you might have seen at one of the great fairs in Europe five hundred years ago. Did you learn anything new about the world you live in? What did you learn?

6. European farmers at the time of Columbus were cutting grain with *sickles* and *scythes* made of iron. Farmers in Europe and America were still using sickles and scythes to cut grain until the 1830's, when the reaper was invented.

Find pictures of a sickle and scythe in a dictionary or other reference book. What are these tools used for today?

7. In the picture on page 48, notice the giant *bellows* in the background. For what was it used? If you need help, use a dictionary.

Three hundred years later, blacksmiths were using bellows of this kind in our country. You can see one in the picture on page 221. If you saw a bellows in someone's home today, for what would it probably be used?

8. What is the oldest university in your state? Where is it located? Find out when it was founded.

The University of Paris was started shortly after the year 1150, more than three hundred years before Columbus sailed to America. How much older is it than the oldest university in your state?

9. The University of Paris was started in connection with the Cathedral of Notre Dame on the large island in the

Seine River, shown on the map on page 47. Find this island and Notre Dame on the map and in the picture opposite it.

The University moved, in time, from the island to the part of the city just south of the river. Find this part of Paris on the map. It is known as the "left bank," because it lies to your left when you go downstream on the Seine. The University of Paris still stands there today. Thousands of students, including many Americans, attend it each year.

10. The name of the large island on the map of Paris is Île de la Cité, which means "Island of the City." It is the place where Paris began as a village more than nineteen hundred years ago. People still call this island "The City," even though it forms only a small part of modern Paris.

Paris was a walled city at the time of Columbus. Find the walls on the map. As the city grew, new walls were built. Find the "inner walls" and "outer walls." Today, beautiful tree-lined boulevards follow the line of these old walls. They are known as the "Inner Boulevards" and "Outer Boulevards."

11. Although London and Paris are among the world's greatest cities, they have many things in common with cities and towns that are much smaller. For example, both began as tiny villages on a river and then spread out from there. Has the same thing happened in the community where you live?

Find out as much as you can about the early beginnings of your town or city and how it has grown and changed through the years. Committees may be formed to take pictures of old streets, to draw maps showing how the town has spread, etc.

Suggestions for Teaching Chapter 3

This is the capstone of Unit 1—"People of Two Worlds Meet." In Chapters 1 and 2, we have seen what ways of living were like in the New World and in the Old World at the time of Columbus. Now, in the final chapter of the unit, we see how it came about that the peoples of the two worlds met. Here we get the story of Columbus' great voyage and some of the discoveries and inventions that led up to it.

Words that may be new

Vikings	Dias (dē'áz)
Vinland	Da Gama (dà gǎ'mà)
compass	Portuguese
expedition	strait
isthmus	saga (sä'gà)

A first look at the pictures and maps (before the chapter is read)

The first picture shows the kind of ship that brought the first Europeans to America, long before Columbus.

Notice the power used to drive this Viking ship across the Atlantic—wind and men's muscles.

Other pictures in this chapter show the kinds of ships which Europeans later learned to build.

Compare these ships with the Viking ship. What improvements do you notice?

How does the shipbuilding picture on pages 58 and 59 show that careful planning was used in building these ships? Of what material were they built?

The maps in this chapter show some of the outstanding discoveries made by Europeans in the years around 1500.

According to the map on page 60, explorers from what country began to search for a new route to the East? Which way did they go? Who first reached the southern tip of Africa?

Follow Columbus' voyage on the globe-map. From what country did he sail? What islands did he reach?

Trace the route of Magellan's voyage on the map on page 69. Find the strait named after him. How does the picture below suggest that sailing through this strait was difficult and dangerous?

Questions and activities which will help develop the big ideas in Chapter 3

1. How can a compass help you to find your way in strange surroundings? In which direction does the needle point?

Your dictionary may help you understand how a compass works. Look up *magnetize* and *magnetic needle*. Also look up *compass card*, as your dictionary may have a picture of one.

2. European sailors were using a "floating compass" several hundred years before the time of Columbus. They stuck a needle through a bit of cork and floated the cork in a cup of water. When the tip of the needle was touched with a magnet, it turned and pointed north.

How did sailors find their directions before the compass was invented? How can you tell which direction is north on a clear night? Draw a diagram on the board,

using X's for stars, to show how the two stars in the "cup" of the Big Dipper point to the North Star.

3. If you own a compass, bring it to class and explain how it works. What has been done to the needle to make it turn north?

Demonstrate how a magnet works with pins, needles, and so on. Do you find that it works with some metals and not with others? Which ones?

4. If you look up *log* in your dictionary, you will find that it has several meanings. One meaning is an apparatus for measuring a ship's speed through the water. Originally, this was an ordinary piece of wood. Tell how Columbus measured the speed of his ship by dropping a piece of wood in the sea.

Another meaning of *log* is the written record of a ship's speed. Still another meaning is the full record of a ship's voyage or the record of the flight of an aircraft.

Explain how the "piece of wood" used by Columbus came to mean, in time, the written record of a ship's voyage or an aircraft's flight.

5. On a classroom globe, show how the Portuguese ship captains followed the coast of Africa, searching for a new route to India. Use the map on page 60 to help you.

How did Dias know when he had rounded the southern tip of Africa? Why did the king of Portugal choose the name "Cape of Good Hope"?

6. The first island where Magellan's ships landed after crossing the Pacific probably was Guam. Find Guam on a modern world map or classroom globe.

Today, Guam is one of the island "stepping-stones" on a main air route from the United States to Asia. To show this route on the map or globe, move your finger from San Francisco to the Hawaiian Islands, to Wake Island, to Guam, to the Philippines, to China.

Trace Magellan's journey across the Pacific. Be sure to miss all the islands he happened to miss. How long did it take him? What hardships did his crew suffer?

7. Here is a game called "What Body of Water?" The person who is "It" makes a statement, such as, "I am in southern India looking south. What body of water lies in that direction?" The player giving the right answer gets to make the next statement.

Other statements may include: I am in Portugal looking west; what body of water lies in that direction? I am in the Strait of Magellan looking west; what body of water lies in that direction?

8. Read to the class a poem about a person or place you read about in this unit. If you do not know the poem, "Columbus," by Joaquin Miller, your teacher may be able to help you find it. It begins:

Behind him lay the gray Azores,
Behind the Gates of Hercules . . .

The Azores are a group of islands that lie off the coast of Portugal. The "Gates of Hercules" is another name for the Strait of Gibraltar. You can find these places on a map in your geography book. Perhaps the most famous line in the poem is:

He said: Sail on! sail on! and on!

Pulling Together the Big Ideas in the Unit as a Whole

1. Compare the map of Europe on page 41 with the map on page 28 and study the map legends. These two maps suggest one of the striking differences between life in the Old World and life in the New World at the time of Columbus. What was it?

2. People in Europe had the benefit of a number of discoveries and inventions that were unknown to the Indians in the New World. Name some of these discoveries. Which one is pictured on page 36? How might the Indians shown on page 14 have made use of wheels?

3. Name articles made of iron and steel that people in Europe were using at the time of Columbus. What were the Indians using at that time?

In doing many jobs around the home and farm, why might it be easier to use an ax or knife of iron or steel than one made of stone? Why might iron or steel fish-hooks be easier to use than bone fish-hooks?

Imagine what life would be like if we did not have iron and steel today. What are some of the things you would have to do without?

4. Explain why an *apprentice* was a "learner." How did a young apprentice learn a trade in Paris at the time of Columbus?

Columbus became a sailor at the age of fourteen. Why might we consider this an "apprentice" period in his training? How did the different Indian groups take care of this apprentice period for their boys and girls?

Many young people today begin as

apprentices; that is, they learn to do new jobs by working with a person who is skilled at the work. Give some examples of this in your community. In what other ways do young people learn new jobs today?

5. Explain why the idea of a "nation" helped unite the people of Europe into larger and larger groups. Which Indian group that you read about had this idea? How did the Iroquois put this idea to work?

Plan a dramatization to show how the Haida Indians governed themselves. Do you think their way of governing was fair and sensible? Tell why.

6. Compare the shipbuilding picture on pages 58 and 59 with the canoe-building picture on page 24. What different things can you find in each picture that helped the men with their work?

Why were the sailing ships of the 1400's a great invention? Why were the bark canoes of the Indians also a great invention? In answering these questions, think about the way each type of boat was intended to be used.

Where might you see canoes in use today? Why do you think the design of the canoe has remained so nearly like that of the Indian's bark canoe?

7. In the shipbuilding picture on pages 58 and 59, how did the plan, or drawing, of the ship help the workers? Read again the story about numbers on page 38; then tell how the number system of the Europeans was a help to them in shipbuilding.

8. On a wall map or globe, show a main trade route to the East that was used

by the merchants of Venice. Then show the new all-sea route discovered by Portuguese seamen. Use the maps on pages 43 and 60 to help you.

The Spice Islands where these men wanted to trade are named "Moluccas" on a modern map. You can find them in Indonesia, between the large islands of Celebes and New Guinea. They still produce spices, although their great days in the spice trade are over.

9. Look up the word *luxury* in your dictionary. Why might the trade between Europe and the East be described as a "luxury trade"? What luxuries did Europeans want especially? The picture and text on page 42 will help you.

Part of our trade with other countries today is a luxury trade. Give examples of luxuries made abroad that are sold in stores here. You might look in newspapers and magazines for advertisements of some of these luxuries. Notice the name of the country where each article is made.

10. What were some of the reasons why people in the Old World were eager

to go to the New World? How does the picture on page 54 give you one of these reasons?

11. Look again at the picture opposite page 1 in the text and tell why it illustrates the idea that "the story of America is really the story of two worlds."

This picture shows one of the early meetings of people of the two worlds. People in the two worlds have been meeting ever since. Give examples of meetings that are taking place every day—American tourists abroad, European families who come here to live, and so on.

12. Use the picture chart on page 1 of this *Guide* as the basis for making a black-board chart for your classroom. Your chart will show contrasts in ways of living in the New World and the Old World at the time of Columbus. Simple, outline drawings of a tepee, a canoe, a wheeled cart, and so on will tell the story in picture language. Other drawings may be substituted for those shown on this chart. For example, a Pueblo apartment house may be used in place of the tepees.

Books to Read and Other Enrichment Materials

The following books are suggested for further reading. Those marked with a star (*) were recommended by Mary K. Eakin, Center for Children's Books, The University Library, The University of Chicago.

*BLEEKER, SONIA. *The Apache Indians; Raiders of the Southwest*. New York: William Morrow and Co., 1951.

The emphasis of the book is on the life and customs of the Apache Indians in

the days before the coming of the explorers. The final chapters bring the history of the Apaches up to modern times. The illustrations help give pupils a knowledge of the tools, cooking utensils, clothing, and so on. Average fifth-grade reading level.

*BLEEKER, SONIA. *The Sea Hunters; Indians of the Northwest Coast*. New York: William Morrow and Co., 1951.

Follows the pattern of the title above. Advanced reading for fifth grade.

- *CLARK, ANN NOLAN. *Little Navaho Bluebird*. New York: The Viking Press, 1943.

Beautifully written story of a modern Navaho Indian girl in which the author contrasts the forces of the traditional and the modern in the lives of present-day Indians. Average fifth-grade reading level.

- *HOGEBOOM, AMY. *Christopher Columbus and His Brothers*. New York: Lothrop, Lee and Shepard, 1951.

This biography of Columbus contains material that is not often included in juvenile biographies—his family life in Genoa, his early enterprises with his brother, Bartholomew, and detailed accounts of all four of his voyages to the New World. Average fifth-grade reading level.

- HOLLING, HOLLING C. *The Book of Indians*. New York: The Platt & Munk Co., Inc., 1935.

A readable account of ways of life in the various Indian groups. Beautifully illustrated. Average fifth-grade reading level.

- *LONG, EULA. *Chocolate from Mayan to Modern*. New York: American Book Co., 1950.

In telling the story of the discovery and early uses of chocolate, the author also gives a fascinating picture of life among the Indians of Central America and Mexico. The account comes up to the time of Cortes. Advanced reading for fifth grade.

- *ROUNDS, GLEN. *Buffalo Harvest*. New York: Holiday House, 1952.

An excellent picture of the life of the Plains Indians in the early days before the coming of explorers and settlers. The author makes very clear the importance of the buffalo in all phases of the Indians' life. Clear and informative illustrations. Easy reading for fifth grade.

- *RUNNING, CORINNE. *When Coyote Walked the Earth; Indian Tales of the Pacific Northwest*. New York: Henry Holt and Co., 1949.

These traditional tales of the Indians of the Pacific Northwest will not only make interesting reading for the students, but they can also be used by the teacher for reading aloud to the class. Much information about Indian life, customs, and beliefs can be gathered from tales of this kind. Average fifth-grade reading level.

- *SYME, RONALD. *Magellan, First Around the World*. New York: William Morrow and Co., 1953.

A well-rounded biography of Ferdinand Magellan, with the emphasis on the great voyage around the world. The illustrations are especially good for the details they give of the manner of dress of the times and of the construction of houses and of ships. Average fifth-grade reading level.

- *WEIR, RUTH CROMER. *Leif Ericson, Explorer*. Nashville: Abingdon Press, 1951.

Any biography of Leif Ericson must, of necessity, be largely fictionalized. In this one, the author has made use of material from all of the sagas but has relied primarily on the Greenland version in

which Ericson is said to have planned his trip to the New World rather than having made the discovery by accident. Average fifth-grade reading level.

WHITE, ANNE TERRY. *Prehistoric America*. ("Landmark Books") New York: Random House, 1951.

Ways of life among the very early people and animals on this continent. Done in narrative style, with dialogue between boys. Average fifth-grade reading level.

In contrast to the books dealing with life in earlier times, the next title is offered as a representative picture of life in London in modern times.

*BAKER, MARGARET JOYCE. *Homer Sees the Queen*. New York: McGraw-Hill Book Co., 1953.

The story of three young girls and their pet turtle, Homer, who are visiting in London at the time of the Coronation of Elizabeth II. Although the story is classed as fantasy—Homer is endowed with the power of speech—the picture of London is a real and accurate one. Average fifth-grade reading level.

For the teacher: In addition to the books suggested for pupils, the following will be of interest to the teacher:

*BAITY, ELIZABETH CHESLEY. *Americans Before Columbus*. New York: The Viking Press, 1951.

An excellent account of life on the American continent from the time of the Ice Age to the coming of the Spaniards. The material is detailed and accurate.

*McCLINTOCK, MARSHALL. *Prescott's The Conquest of Mexico, Designed for Modern Reading*. New York: Julian Messner, Inc., 1948.

TSCHOPIK, HARRY, JR. *Indians of North America*. (Science Guide No. 136.) New York: American Museum of Natural History, 1952.

A very fine bulletin in the series, "Man and Nature Publications." Authentic, readable text and detailed drawings.

Museum Bulletins

Museum Stories. Published by the Chicago Natural History Museum, Chicago, Ill.

The following two-page leaflets, written for children, may be obtained at very small cost from the Chicago Natural History Museum.

BUCHWALD, JUNE. *An Aztec Boy*. Museum Stories, No. 188.

BUCHWALD, JUNE. *Farm Life in the Inca Empire*. Museum Stories, No. 190.

CALDWELL, ROBERTA. *Who Are the Navahos?* Museum Stories, No. 149.

HAMBLETON, ELIZABETH. *Wigwams of the Woodland Indians*. Museum Stories, No. 46.

HAMBLETON, ELIZABETH. *Pueblo Houses*. Museum Stories, No. 28.

NEVE, EMMA. *Discovery of the New World*. Museum Stories, No. 100.

SMITH, HARRIET. *Early Adventurers and Settlers*. Museum Stories, No. 184.

WOOD, MIRIAM. *A Birch Bark Canoe*. Museum Stories, No. 4.

WOOD, MIRIAM. *Indian Transportation*. Looseleaf No. 119.

Filmstrips

The filmstrips listed here are only a few of the many good ones which the teacher may select for use with her class in the study of Unit 1. If additional filmstrips are wanted, a complete listing may be found in *Filmstrip Guide*—available in many libraries—published by the H. W. Wilson Company, New York, in 1954.

OUR FRIENDS THE AMERICAN INDIANS. Popular Science Publishing Co., 353 Fourth Ave., New York. 1953.

Suggested titles: *Eastern Forest Indians, Indians of Pacific Coast, Indians of the Western Plains, Pueblo Indians of the Southwest.*

STORY OF THE AMERICAN INDIANS. Yale University Press Film Service, 386 Fourth Ave., New York. 1953.

THEN AND NOW IN THE UNITED STATES. Silver Burdett Co., 45 East 17th St., New York. 1951.

Suggested titles: *Then and Now in the Southwest, Then and Now in the Midwest Dairy Lands, Then and Now on the Great Plains.*

LEIF ERICSON. Encyclopaedia Britannica Films, Inc., 202 East 44 St., New York. 1953.

EUROPEAN EXPLORERS DISCOVER A NEW WORLD. Yale University Press Film Service, 386 Fourth Ave., New York. 1953.

STORY OF CHRISTOPHER COLUMBUS. Young America Films, Inc., 18 East 41 Street, New York. 1949.

Testing What Has Been Learned

These tests may be reproduced by the teacher for use with her own class. Omit answers in reproducing the tests.

Test 1

Fill in the blanks of the following sentences with the missing word or words.

1. Scientists believe the first Americans came to North America from Asia.

2. The first Americans made a living by hunting and fishing.

3. The Pueblo Indians lived in houses that were much like modern apartment buildings.

4. Mexico City now stands where the Aztecs built their capital, Tenochtitlán.

5. For a long time the ocean kept the peoples of the New World and Old World apart.

6. The first Europeans to reach the New World were the Vikings.

7. Only a few wealthy Europeans owned books before the printing press was invented.

8. Europeans learned their number system from Arab traders.

9. The traders had learned this number system from the people who lived in India.

10. The invention of the wheel made possible the later inventions of the bicycle and automobile.

Test 2

Each sentence has four endings, but only one ending makes the sentence true. Write in the blank the letter of the correct ending.

- c 1. A tepee is a kind of
a. clothing.
b. head dress.
c. tent.
d. building brick.
- d 2. The Haidas could build plank houses because they knew how to use
a. metal axes.
b. shell knives.
c. cedar bark.
d. the wedge.
- b 3. Domesticated means
a. old.
b. tamed.
c. influenced.
d. quiet.
- a 4. A beautiful city was built by
a. the Aztecs.
b. the Pueblos.
c. the Haidas.
d. the Iroquois.
- d 5. The first voyage around the world was led by
a. Balboa.
b. Vasco da Gama.
c. Dias.
d. Magellan.
- d 6. Galileo was a
a. trader.
b. sea captain.
c. king of Portugal.
d. scientist.

c 7. The sea was both a highway and source of food to the

- a. Iroquois.
- b. Pueblos.
- c. Haidas.
- d. Plains Indians.

b 8. The "Five Nations" were

- a. the Plains Indians.
- b. the Iroquois.
- c. countries in Europe.
- d. Indian tribes in Mexico.

Test 3

Write in the blank before each group of words in the first column the number of the correct answer listed in the second column.

- | | |
|-------------------------------------------------------------------------------|-----------------------|
| <u>4</u> a narrow water passageway connecting the Atlantic and Pacific oceans | 1. Bering Strait |
| | 2. Isthmus of Panama |
| <u>1</u> a narrow water passageway between North America and Asia | 3. Cape of Good Hope |
| | 4. Strait of Magellan |
| <u>2</u> a narrow strip of land connecting North and South America | |
| <u>3</u> a point of land near the southern tip of Africa | |

Test 4

Read each sentence and decide whether it is true. Underline the letter *T* if the sentence is true. Underline the letter *F* if the sentence is false.

- T F 1. Portuguese sailors were the first Europeans to push southward around Africa.
- T F 2. Many Europeans lived in cities at the time of Columbus.
- T F 3. Columbus believed that he could reach India and the Spice Islands by sailing west.
- T F 4. New ideas were often carried from place to place by traders.
- T F 5. The Indians were using horses before Europeans came to the New World.
- T F 6. At the time of Columbus, Europeans were using plows, wheels, iron and steel, and other inventions that the Indians did not have.
- T F 7. Better sailing ships and the compass made it easier for European sea captains to explore unknown coasts and oceans.
- T F 8. The idea of a "nation" helped to unite people into larger groups.
- T F 9. All of the Indians in the New World lived in the same way.

- T F 10. Many farm products grown in America today were first grown and used by Indians.

Test 5

Ideas to Write About

1. Name some of the good ways the Europeans had of sharing ideas and learning about the world. Tell some of the new ways people have today of sharing ideas and learning.
2. Select one of the five Indian groups you have read about. Tell where these Indians lived. Tell how the people of this group made their living, educated their children, built their homes, and governed themselves.
3. Using the pictures on pages 42, 45, and 53, tell how travelers and traders helped Europeans learn more about the world.
4. Using the maps on pages 43 and 60, tell why Portuguese ship captains searched for a way to sail around the continent of Africa.

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